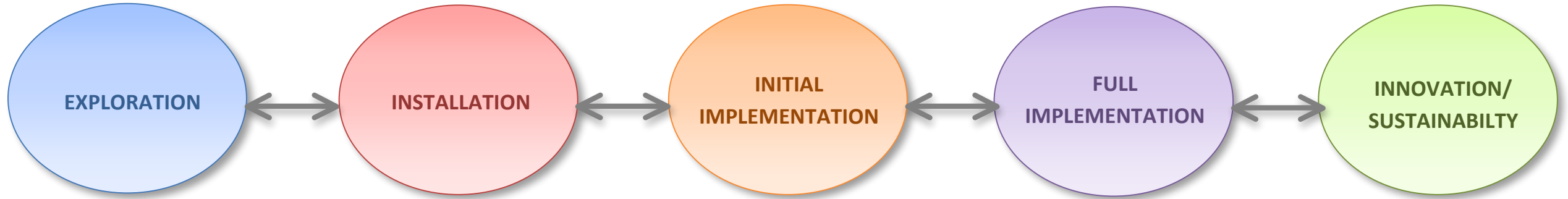


# PA Common Core Implementation



**Implementation is a process that does not happen all at once and occurs in discernable stages. The stages are not linear or separate; each appears to impact the others in complex ways. For example, sustainability factors are very much a part of exploration and exploration directly impacts installation and initial implementation. An organization may move from full implementation to initial implementation in the midst of high staff turnover.**

## **EXPLORATION**

Information about the innovation is disseminated to increase awareness and build knowledge. Data is used to consider making changes to current practice.

## **INSTALLATION**

Begins with the decision to implement an innovation and ends when the innovation is used by administrators and educators. Planning and budgeting for the necessary time and resources are critical activities in this stage.

## **INITIAL IMPLEMENTATION**

Administrators and educators involved in the innovation must learn how to perform and relate to this new way of doing things.

## **FULL IMPLEMENTATION**

Administrators and educators simultaneously perform new functions adequately. The innovation is part of the school culture and conscious efforts are made to help new staff master the innovation.

## **INNOVATION/SUSTAINABILITY**

Administrators and educators begin to work on how to improve the innovation itself. Data plays an important role in determining which innovations are effective, add value, and deserve support.

Sustainability anticipates the next set of changes and continually maintains high-fidelity services, even in the midst of continual change.

# PA Core Implementation

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**District/Building Administration**

- There is a vision established to use the PA CC to shift curriculum, instruction, and assessment to 21<sup>st</sup> century expectations and provide support to student achievement and Educator Effectiveness.
- Instructional leaders have assessed the capacity to implement the PA CC.
- Instructional leaders have participated in PA CC overview and Educator Effectiveness training.

**Educators**

- Educators have little or no knowledge of the PA CC.
- Some conversations have occurred in the school regarding the PA CC.
- Educators have participated in PA CC overview and Educator Effectiveness training.

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**District/Building Administration**

- Instructional leaders have committed to providing focused, long range, articulated professional development to ensure teachers are fully prepared for implementing PA CC.
- Instructional leaders possess a deep understanding of the PA CC for efficient and effective implementation.
- The roles and responsibilities for district administrators, building administrators and educators have been defined.
- The district implementation process has been established and includes a clear set of system-wide, strategic SMART goals.
- A communication plan has been written and shared with stakeholders.

**Educators**

- Educators have accessed PA CC documents and resources on SAS for organizational structure and substance.
- Educators have attended professional development training focused on the instructional shifts, best practices and instructional strategies aligned to PA CC.
- Educators have unpacked the standards to ensure deep understanding of content and performance expectations.
- Educators have examined instructional resources for alignment to the rigor and depth of the PA CC.

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**District/Building Administration**

- Protocols have been established for a continuous cycle of curriculum, instruction and assessment development/revision.
- The impact of professional learning is evident in the design and alignment of dynamic PA CC based curriculum, instruction and assessment appropriate for all learners.
- Instructional leaders provide support and supervision that is focused on the PA CC and connected to Educator Effectiveness.
- Instructional leaders commit resources and support professional learning communities focused on the PA CC and connected to Educator Effectiveness.
- Instructional leaders develop instructional capacity at all levels to effectively implement and sustain PA CC and Educator Effectiveness.

**Educators**

- Educators continuously evaluate curriculum, instruction, and assessment resources for systemic and aligned PA CC implementation.
- Educators incorporate professional learning into planning, preparation, classroom environment, instruction and assessment.
- Educators establish and utilize protocols for professional learning communities focused on the implementation of the PA CC and Educator Effectiveness.
- Educators develop high quality instructional units and lessons, formative, diagnostic and summative assessments aligned to PA CC.

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**District/Building Administration**

- Instructional leaders provide continuous guidance, direction and professional learning opportunities to build systemic capacity focused on PA CC and Educator Effectiveness.
- Instructional leaders engage in learning walks focused on PA CC implementation.
- Instructional leaders establish benchmarks to monitor progress to support fidelity of PA CC implementation.
- Instructional leaders assess the success/challenges of all learners and make necessary adjustments to support underperforming populations.

**Educators**

- Educators seek out learning opportunities for professional growth based on Educator Effectiveness data.
- Educators continuously evaluate curriculum, instruction, and assessment resources for systemic implementation.
- Educators continuously monitor student progress and differentiate instruction based on student data.
- Educators assess the success/challenges of all learners and make necessary adjustments to support underperforming populations.
- Educators will implement the PA CC with fidelity.

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**District/Building Administration**

- Instructional leaders utilize a dynamic reflective system to monitor and evaluate PA CC and Educator Effectiveness implementation and the connection to PDE initiatives.
- Instructional leaders examine all relevant data to determine effectiveness of school improvement efforts.
- Instructional leaders revise/rework implementation plan as results dictate.
- Instructional leaders will ensure PA CC implementation is consistent and pervasive across the system.

**Educators**

- Educators continuously reflect, update and refine their practices to improve effectiveness of instruction and student learning.
- Educators examine all relevant data to determine effectiveness of school improvement efforts.
- Educators revise curriculum, instruction and assessment as results dictate.
- Educators participate in shared leadership to ensure the implementation of PA CC is consistent across classrooms.